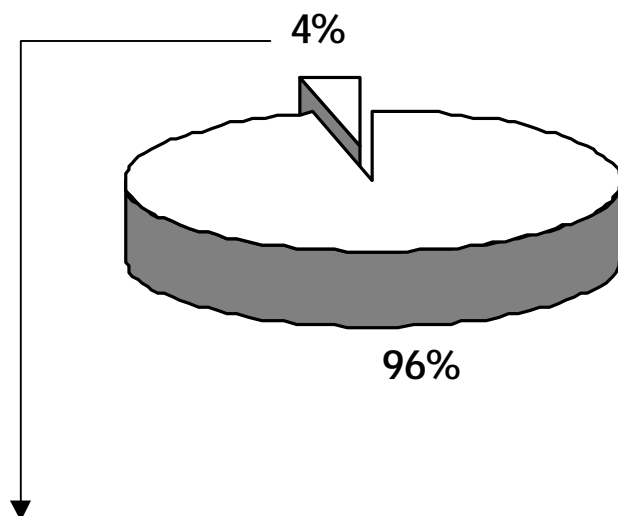


VIRGINIA'S 2000 PERFORMANCE ON *STANFORD 9* – GRADE 4

Students Not Tested

In Fall 2000, *Stanford 9* Primary 3 Form TA, Abbreviated was administered to 88,021 fourth grade students in Virginia, or 96% of the students enrolled in grade 4 at the time. A student who did not take the test may not have done so due to a variety of reasons, but such a situation would most likely have been the result of an exemption from testing in the student's Individual Education Plan (IEP), Section 504 Management Tool, or LEP (limited English proficiency) Participation Form. Other possible reasons are described in "Who Is Tested on *Stanford 9*?" on page 14 and included in Figure 4.1 below.

Figure 4.1 – *Stanford 9*, Fall 2000 Grade 4
Reasons Students Not Tested



Percent of Students Not Tested = 4%

Of the students not tested in grade 4:

- 63.5 % were not tested due to a disability exemption.
- 31.2 % were not tested due to limited proficiency in English.
- 3.9 % were not tested due to absence.
- <1 % were not tested because of medical emergencies.
- <1 % were not tested because of refusals and/or disruptive behavior.
- <1 % were not tested due to other reasons.

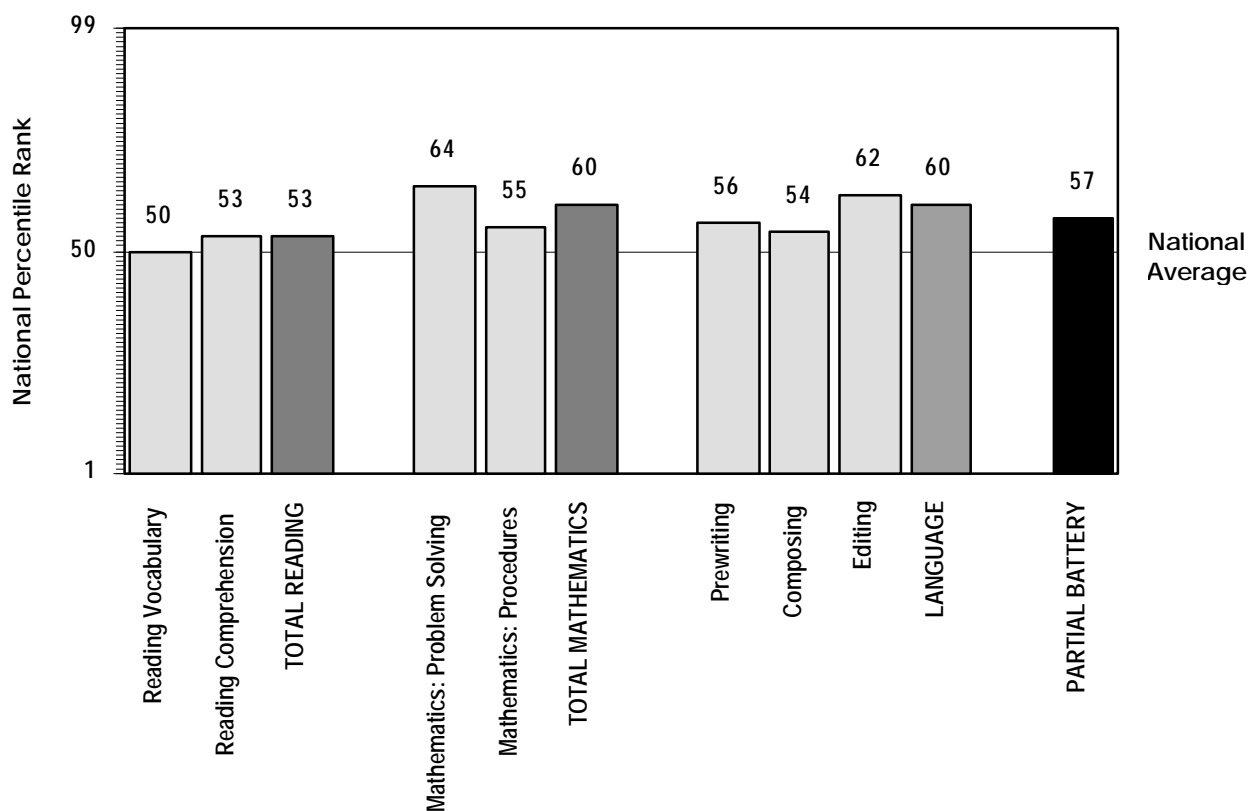
Grade 4 performance

Statewide Percentile Ranks

Figure 4.2 shows the statewide national percentile ranks for the Fall 2000 administration of *Stanford 9* in VSAP. Without exception, student performance in the areas of reading, mathematics, and language was at or above the 50th percentile across the board.

The Partial Battery score, which is an indication of overall performance, was at the 57th percentile for Virginia fourth grade students (56th percentile in 1999). This means that when the results of the reading, mathematics, and language subtests are combined, the “average” Virginia fourth grader did as well as or better than 57% of the students in the norm group.

Figure 4.2 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks



Grade 4 performance

Quartiles

When reviewing average national percentile ranks for a group of students (in this case, Virginia fourth graders), the interpreter is looking at percentile ranks that correspond to average scores of the entire group. However, it is often important to interpret how the group's performance is distributed across the entire range of potential performance—review of performance quartiles will facilitate such an interpretation.

Each of the four quartiles represents a range of scores for one quarter (25%) of the students in the national norm group. Quartiles range from Q1 through Q4, with Q4 representing the 25% of students whose scores were the highest; conversely, Q1 represents the 25% of students in the norm group with the lowest scores. The split between Q2 and Q3 is the absolute mid-point of the norm group: that is, 50% of the students in the norm group scored below this point and 50% of the students scored above it.

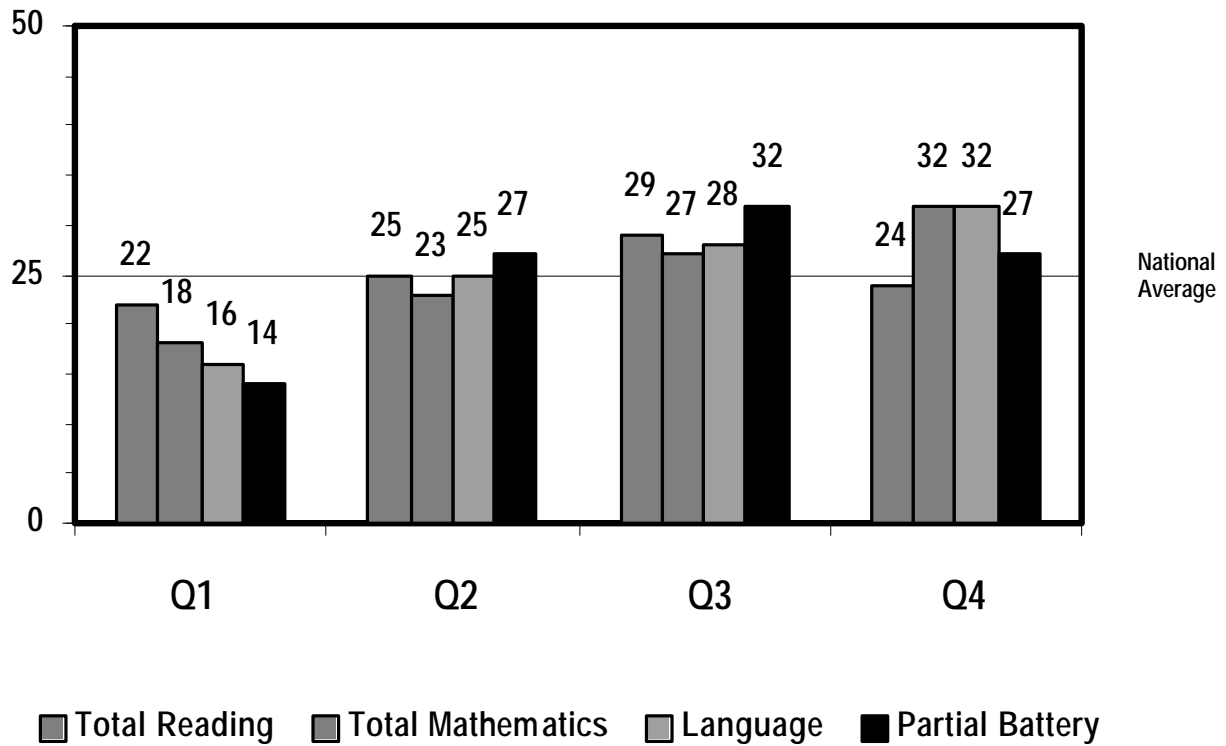
Figure 4.3 on page 20 displays the performance on *Stanford 9* in terms of the percentage of Virginia fourth grade students whose scores fall in each of four national quartiles.

In reviewing Virginia's percentages of fourth graders in the four quartiles, the following points can be observed:

- 1) Total Reading
 - in the lowest quartile, Q1, 22% compared to the national norm group's 25%; and
 - in the top quartile, Q4, 24% as opposed to the norm group's 25%.
- 2) Total Mathematics
 - in the lowest quartile, 18% as opposed to the norm group's 25%; and
 - in the top quartile, 32% as opposed to 25% of the norm group.
- 3) Language
 - in the lowest quartile, 16% as opposed to the norm group's 25%; and
 - in the top quartile, 32% as opposed to 25% of the norm group.
- 4) Partial Battery (or overall performance on *Stanford 9*)
 - in the lowest quartile, 14% as opposed to the national norm group's 25%; and
 - in the top quartile, 27% compared to 25% of the norm group.

Grade 4 performance

Figure 4.3 – *Stanford 9*, Fall 2000, Grade 4
Percentage of Virginia Students in Each National Quartile



Grade 4 performance

Subgroup Performance

In interpreting test scores, it is important to look at the performance of selected subgroups. In the Fall 2000 VSAP administration of *Stanford 9*, ethnicity and gender identification information was provided on more than 99% of the answer documents of fourth grade students.

- Gender

Table 4.4 provides the following for each gender group and for students whose gender was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score. Grade four females obtained higher average scores than grade four males in all areas except Mathematics: Problem Solving and Total Mathematics.

Table 4.4 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Gender

Gender	Female		Male		Not identified	
Number Tested *	41,471		41,183		10	
Percentage of the Total **	47.1		46.8		<1	
	PR	SS	PR	SS	PR	SS
Reading Vocabulary	50	629.4	49	627.5	***	***
Reading Comprehension	57	639.2	50	631.3	***	***
TOTAL READING	55	635.0	50	629.6	***	***
Mathematics: Problem Solving	64	632.1	65	633.3	***	***
Mathematics: Procedures	56	597.3	55	596.4	***	***
TOTAL MATHEMATICS	59	615.9	60	616.3	***	***
Prewriting	57	608.2	54	603.3	***	***
Composing	58	614.5	51	606.1	***	***
Editing	65	608.5	59	599.9	***	***
LANGUAGE	63	610.2	56	602.0	***	***
PARTIAL (Basic) BATTERY	59	N/A	56	N/A	***	N/A

NOTES:

* Overall, 88,021 students were tested in grade 4 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,021 tested.

*** To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Ethnicity

Table 4.5 provides the following for each ethnic group and for students whose ethnicity was not identified: the total number tested, percentage of the total represented by the group, and the group's national percentile rank and mean scaled score.

American Indian/Alaskan Native students scored at or above the national average in seven of the 11 subtests and totals. Percentile ranks were above the national average in all subtests and totals for Asian/Pacific Islander students and White students. The percentile rank was below the national average (50th percentile) on all subtests and totals for Black students, while Hispanic students scored at or above the average in eight of the 11 subtests and totals.

Table 4.5 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Ethnicity

Ethnicity		American Indian/Alaskan Native		Asian / Pacific Islander		Black		Hispanic		White		Ethnicity Not Identified	
Number Tested *		264		2,876		22,791		3,004		51,690		2,039	
Percentage of the Total **		<1		3.3		25.9		3.4		58.7		2.3	
		PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary		49	628.3	53	632.4	35	609.0	38	613.1	57	637.5	50	628.5
Reading Comprehension		48	628.7	64	648.2	34	611.4	45	625.6	62	645.7	53	635.1
TOTAL READING		49	628.3	61	641.5	33	610.4	42	620.4	61	642.0	53	632.4
Mathematics: Problem Solving		60	628.0	78	650.3	44	610.5	57	624.2	72	642.1	63	631.8
Mathematics: Procedures		52	592.5	77	626.2	41	579.0	50	590.9	61	603.5	56	597.6
TOTAL MATHEMATICS		56	611.7	78	639.0	41	596.0	53	608.6	67	624.1	59	616.0
Prewriting		50	598.6	63	616.0	44	590.1	50	597.8	61	612.7	54	603.3
Composing		47	600.7	64	623.3	42	593.7	51	605.3	60	617.2	54	609.5
Editing		57	598.3	78	626.7	48	587.0	56	597.2	67	611.0	62	604.1
LANGUAGE		53	598.3	74	623.8	44	588.6	54	598.9	66	613.4	59	605.3
PARTIAL (Basic) BATTERY		53	N/A	70	N/A	40	N/A	50	N/A	64	N/A	57	N/A

NOTES:

* Overall, 88,021 students were tested in grade 4 in Fall 2000—this total includes students who tested with non-standard accommodations. Because test results of students testing with non-standard accommodations have been excluded from all summary data (including these subgroup summaries), the numbers shown for the various subgroups will not necessarily add up to the total number tested.

** Percentages shown are based upon the total of 88,021 tested.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Students with Limited English Proficiency

Table 4.6 provides the following data for grade 4 students identified as having limited proficiency in English: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.6 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) for
Students with Limited English Proficiency (LEP)

Number Tested *	798	
Percentage of the Total **	<1	
	PR	SS
Reading Vocabulary	24	593.7
Reading Comprehension	30	607.4
TOTAL READING	27	602.4
Mathematics: Problem Solving	48	614.6
Mathematics: Procedures	50	590.8
TOTAL MATHEMATICS	47	603.1
Prewriting	39	582.3
Composing	39	590.7
Editing	49	588.1
LANGUAGE	43	586.4
PARTIAL (Basic) BATTERY	40	N/A

NOTES:

* Because test results of students testing with non-standard accommodations have been excluded from all summary data (including this subgroup summary), the number tested shown above does not necessarily include *all* LEP students.

** The percentage indicated is based upon the total of 88,021 LEP and non-LEP students who took the test.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

- Students with Disabilities

Table 4.7 provides the following data for grade 4 students identified in each of the various disability categories: the total number tested, the group's national percentile rank, and the group's mean scaled score.

Table 4.7 – *Stanford 9*, Fall 2000, Grade 4
Statewide National Percentile Ranks (PR) and Mean Scaled Scores (SS) by Disability

Description	ALL (Data for ALL disabled students)		MR (Mental Retardation, both TMR and EMR)		SPD (Severe and Profound Disabilities)		MD (Multiple Disabilities)		OI (Orthopedic Impairment)		VI (Visual Impairment)	
Number Tested	4,818		51		1		20		44		23	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	31	604.2	4	541.7	*	*	8	559.5	34	608.1	44	622.2
Reading Comprehension	31	608.1	5	553.0	*	*	10	568.7	36	616.3	32	608.3
TOTAL READING	30	607.2	3	549.6	*	*	9	569.9	34	611.9	36	613.9
Mathematics: Prob. Solving	48	614.8	7	553.5	*	*	20	580.3	46	613.0	53	620.4
Mathematics: Procedures	40	578.5	5	507.7	*	*	33	572.0	48	587.6	51	592.0
TOTAL MATHEMATICS	43	598.3	5	535.6	*	*	24	575.3	45	601.4	50	605.7
Prewriting	41	586.4	11	534.8	*	*	16	545.1	43	588.6	45	591.5
Composing	40	591.4	12	546.1	*	*	16	555.7	46	599.2	38	588.7
Editing	46	585.2	18	546.7	*	*	32	567.8	56	596.4	41	578.3
LANGUAGE	42	585.9	11	541.6	*	*	20	559.0	48	593.4	40	582.9
PARTIAL (Basic) BATTERY	43	N/A	6	N/A	*	N/A	22	N/A	49	N/A	48	N/A

Description	HI (Hearing Impairment)		LD (Learning Disability)		SED (Serious Emotional Disturbance)		SLI (Speech or Language Impairment)		OHI (Other Health Impairment)		PD (Physical Disability)	
Number Tested	39		2,054		259		1,073		480		2	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	21	590.1	22	589.9	28	598.9	44	620.8	30	603.0	*	*
Reading Comprehension	27	602.4	21	593.3	24	597.8	47	628.3	28	603.3	*	*
TOTAL READING	24	598.6	20	592.8	24	598.7	46	625.3	28	603.8	*	*
Mathematics: Prob. Solving	30	595.3	37	602.5	30	595.0	59	627.1	39	605.2	*	*
Mathematics: Procedures	33	568.6	31	566.5	26	560.5	52	592.9	33	569.8	*	*
TOTAL MATHEMATICS	29	582.9	32	586.3	27	580.0	55	611.2	34	589.3	*	*
Prewriting	31	570.2	33	574.2	29	567.9	50	598.2	39	583.9	*	*
Composing	34	582.6	30	577.7	32	579.9	49	603.2	36	585.8	*	*
Editing	47	585.7	35	570.8	35	571.2	58	598.7	42	580.3	*	*
LANGUAGE	37	580.6	30	571.7	29	570.4	54	599.5	38	581.1	*	*
PARTIAL (Basic) BATTERY	34	N/A	31	N/A	31	N/A	52	N/A	37	N/A	*	N/A

(Table 4.7 is continued on the following page.)

NOTES:

* To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.

Grade 4 performance

(Table 4.7, continued)

Description	DB (Deafness and Blindness)		A (Autism)		TBI (Traumatic Brain Injury)		504 (otherwise qualified handicap under Section 504 of the Rehabilitatio n Act of 1973)		DD (Develop- mentally Delayed)	
Number Tested	1		41		10		647		74	
	PR	SS	PR	SS	PR	SS	PR	SS	PR	SS
Reading Vocabulary	*	*	45	621.8	*	*	51	630.7	18	584.0
Reading Comprehension	*	*	55	636.8	*	*	54	635.9	18	588.8
TOTAL READING	*	*	50	629.8	*	*	54	633.7	16	587.5
Mathematics: Prob. Solving	*	*	61	631.0	*	*	68	636.8	26	590.4
Mathematics: Procedures	*	*	46	585.4	*	*	53	594.4	20	549.8
TOTAL MATHEMATICS	*	*	54	611.1	*	*	61	617.2	21	572.8
Prewriting	*	*	51	599.6	*	*	55	604.7	27	565.5
Composing	*	*	55	610.2	*	*	54	609.5	29	575.5
Editing	*	*	67	611.0	*	*	60	601.7	31	566.6
LANGUAGE	*	*	60	606.9	*	*	58	604.2	26	566.4
PARTIAL (Basic) BATTERY	*	N/A	55	N/A	*	N/A	59	N/A	26	N/A

NOTES:

- * To maintain confidentiality of individual students' results, a given subgroup's summary data are not presented for any subtest or subject area total that is taken by 10 or fewer students in the subgroup.

N/A Scaled scores are not available for the *Stanford 9* Partial Battery.